

# Evaluation Plan

## At a Glance

### What Else Is It Called?

- Project Analysis
- Outcomes
- Project results

### When Is It Used?

- Always

### Why Is It Used?

- Evaluation is necessary to see if your project was successful.
- Funders want to determine if their investments have been effective and are actively seeking ways of determining the impact of both their short-term and long-term investments.
- Funders are requiring concrete and measurable goals with specific outcomes which are detailed in an evaluation plan linked to goals and objectives of your project.
- Accountability is more critical to funding than ever before and is one of the most important parts of your proposal.
- Evaluation is proof of success or failure of an activity.

### Key Concepts

- Connect to goals and objectives through outcomes or results.
- Measurability is a key.
- Document everything.
- Report progress—include a timetable for periodic reports in the proposal.
- Have an internal evaluation team even for small projects.

### Connect to Goals and Objectives

- Almost all funders will require measurable goals and objectives with clear outcomes or results.
- As discussed in the mission, goals, and objectives section, you break goals and objectives into component parts.
  - This insures that you include all of the elements that the funder is interested in and guarantees that you have measurability.
- State the goal and outcomes expected from the goal, along with the evidence of evaluation.
  - If you have a test tube research project, your findings are proof of a goal completed.
  - A counseling program, records of the people counseled, and the results are proof of your effectiveness.
  - A curriculum project, the curriculum itself is proof of a goal succeeding.
- You need to think through what evidence you have that the goal was effectively completed.

## **About Measurability**

- Funders know that things might not work out exactly as planned. What they want to see is an educated and professional estimate of outcome.
- If you say 75% of participants will have positive results, and only 60% do, then you have learned something.
  - The funder is not going to make you give back the money, instead the project design may need to be revised.
- This is not a test of results—it is a test of whether you do what you said you would do in the proposal.
- Do not hesitate to put numbers, percentages, and statistical measurements in your goals and objectives.

## **Communication with the Funder**

- What if you are in the middle of a project and something you did not anticipate happens?  
What if you discover something you planned, will just not work?  
What if you have a budget item that you find out is not the amount you needed, but you can shift funds from another budgeted item?
  - In these cases, and they do happen, decide how to revise your project or budget, write it down along with your rationale for the changes, and contact your funder.
  - Obtain his or her approval in writing for your changes.
- Funders do not like to find out later that you spent money on other items than those in your budget, or that you changed the project design without their knowledge.
- If you make changes without the funders knowledge, they can require you to pay back the money.
- Funders would be within their legal rights to do so, and it does happen.
- Look at funders as friendly partners in the project and treat them as such.

## **The Role of Documentation**

- Documentation is the critical issue in evaluation.
- Document everything that has any bearing on your outcomes.
- Document everything that shows that you did what you said you would in your proposal.

## **Internal Evaluation Team**

- It is a good idea to designate an evaluation person or a team internally to review data and compile evaluation reports.
- This can be an individual, if the project is a simple one.
- A team is necessary if the project is complex.
- The individual or the team leader should be the one to address evaluation with the funder.
- The internal evaluation team not only provides valuable organizational assistance, but also assures professional communication for evaluation issues.

## Checklist\*—Evaluation Plan

<input checked="" type="checkbox"/>	Internal evaluation team?
<input checked="" type="checkbox"/>	What do stakeholders need (want) to know?
<input checked="" type="checkbox"/>	What data needs to be collected?
<input checked="" type="checkbox"/>	How will the data be collected or gathered?
<input checked="" type="checkbox"/>	Do the collection tools exist or need to be developed?
<input checked="" type="checkbox"/>	Who will collect the data?
<input checked="" type="checkbox"/>	When will the data be collected?
<input checked="" type="checkbox"/>	How will the data be analyzed?
<input checked="" type="checkbox"/>	Are both formative and summative measures included?
<input checked="" type="checkbox"/>	Are both quantitative and qualitative data collected?
<input checked="" type="checkbox"/>	Who needs to receive evaluation information?

\*Remember that a grant funder's directions (instructions/guidelines) take precedence over any and all other considerations. You must absolutely, positively follow the grant funder's directions exactly, precisely, and painstakingly.

## Last Words

- An evaluation plan has two purposes:
  - To determine how effective the project has been, the level, or amount, of success or failure.
  - Provide feedback for course corrections during the operation of the project—to improve the project as it goes along.
- Most funders want to see both formative and summative evaluation measures:
  - The measurement of the long-term level of success or failure of project outcomes is called summative.
  - The measurement of project activities during the course of the project is called formative.
- When information is expressed numerically or on a scale, the data is quantitative.
  - Test scores, grades, blood pressure, the number of attendees, and sale figures are all quantitative data.
- When information is expressed in words as opinions, the data is qualitative.
  - “I am very satisfied” and “this was worthless” are qualitative data.
- Most funders expect to see both quantitative and qualitative data in an evaluation.

# Sunnyvale School District

## After School Program

### Evaluation Plan

We will contract with an outside evaluator to provide an objective, unbiased assessment of the results of program activity. In 1997, the district won a technology innovation challenge grant for approximately a million dollars a year for five years. We contracted with an evaluator referred to us by the U.S. Department of Education. Both the department and our district have been pleased with the work of this evaluator. She has proved herself to be thorough and thoughtful, tough but fair, and consistently positive, working to resolve issues in the best interests of both the Department of Education and the district. We contracted with this evaluator for her input during the project development for this proposal.

It will be the responsibility of the evaluator to answer the questions in the numbered list below. The program director will ensure that all program personnel cooperate fully in the collection of evaluation data. The evaluator is responsible for the development of interview guides, questionnaires, data capture sheets, check lists for observations, and other evaluation tools and forms.

1. Determine the effectiveness of the orientation training session
2. Determine the effectiveness of the tutor tutorial
3. Determine the effectiveness of the language arts subject matter mastery test
4. Determine the effectiveness of the mathematics subject matter mastery test
5. Determine the effectiveness of the explanation to school personnel of their responsibilities toward the after school program
6. Determine the effectiveness of the participant recruitment effort
7. Determine the effectiveness of the process for development of the IAP
8. Determine the effectiveness of the IAP on student achievement
9. Determine the perceptions of staff and participants about the snack
10. Determine the effectiveness of the supervised homework time
11. Determine the effectiveness of the tutoring (one-on-one, two-on-one, and so on)
12. Determine the effectiveness of the language arts supplementary instruction
13. Determine the effectiveness of the mathematics supplementary instruction
14. Determine the effectiveness of the applied learning activities
15. Determine the effectiveness of the effort to expand applied learning activity offerings
16. Determine the attitudes of staff and participants toward recreational activities

17. Determine the effectiveness of the effort to expand recreational activity offerings
18. Determine the attitudes of staff and participants toward social activities
19. Determine the effectiveness of the effort to expand social activity offerings
20. Determine the effectiveness of health services
21. Determine the effectiveness of the effort to expand health service offerings
22. Determine the effectiveness of the parental involvement activities
23. Determine the effectiveness of the program's Web site
24. Determine parent's attitudes toward communications efforts
25. Determine parent's attitudes toward training offerings
26. Determine the change in academic achievement of after school program participants
27. Determine the change in behavioral problems of after schools program participants
28. Discuss the lessons learned by staff, participants, and parents

The evaluator will deliver an evaluation report to the grant maker and the district as soon as practically possible after the end of each program year.

For internal tracking purposes, each site director will report monthly to the program director the following information:

- Participant recruitment status and numbers
- Staff hiring and retention status and numbers
- Volunteer recruitment status and numbers
- Staff training (types and numbers)
- Student participation numbers for all activities
- Applied learning expansion
- Recreation activity expansion
- Social activity expansion
- Health services expansion
- Numbers of all types of parent contacts
- Numbers of all types of parent visits
- Parent training (types and numbers)

# **The Senior Citizen Wellness Center**

## **Evaluation Plan**

For us, evaluation is necessary and valuable because it identifies the project activities that are not producing the expected results, allowing us to make changes and bring the activities back on course. Therefore, we have identified a few key aspects of the project and developed questions. The answers to those questions will guide project improvement and provide a measure of project success. We want to know the answers to the following questions:

- 1a. How many senior citizens are aware of the health and wellness services?
- 1b. How many senior citizens know the range of health and wellness services?
- 1c. How did they learn about the health and wellness services?
- 1d. How many senior citizens utilize health and wellness services?
- 1e. What are the judgements of users about the health and wellness services?
  
- 2a. How many senior citizens are aware of the social enrichment activities?
- 2b. How many senior citizens know the range of social enrichment activities?
- 2c. How did they learn about the social enrichment activities?
- 2d. How many senior citizens utilize the social enrichment activities?
- 2e. What are the judgements of users about the social enrichment activities?
  
- 3a. How many senior citizens are aware of the single point of entry?
- 3b. How many senior citizens know what the single point of entry system can do?
- 3c. How did they learn about the single point of entry?
- 3d. How many senior citizens utilize the single point of entry?
- 3e. What are the judgements of users about the single point of entry?
  
4. What are the partners' perceptions concerning their participation?
  
5. What are the perceptions of project staff, partner personnel, and volunteers concerning the training they received?
  
6. What are the perceptions of partners about the value and importance of participating in the project?
  
7. Has the health of participants in health and wellness services improved?
  
8. Has the social life of participants in social enrichment activities improved?
  
9. Has access to services improved for participants in the SPE?
  
10. What are the "lessons learned" during implementation of the project?

Questionnaires and interview guidelines for the different purposes must be prepared. The questionnaires must be administered (before participation and periodically thereafter), the results tallied and compiled, and then published in a useable format.

# Inner City Alcohol and Drug Prevention Commission

## Alcohol, Tobacco and Other Drugs (ATOD) Prevention Project

### Evaluation Plan

The evaluation will be approached from both the outside and the inside. We have contracted with an outside evaluation team from the mental health department of our state-supported medical university. This team will be tasked with the summative evaluation, including a longitudinal study to measure the ongoing effectiveness of the three main efforts of the project: educational outreach, hotline and crisis teams, and performance art. An internal evaluation team will be tasked with most of the formative evaluation aspects of the project.

A data collection tool will be developed for administration at the beginning of the project and yearly thereafter. At the end of the second school year of the educational outreach effort, we want to see the following outcomes for the approximately 8,000 students in grades K through 12:

- 100% of students are aware of the in-school ATOD prevention program
- 95% of students believe that the ATOD prevention effort is worthwhile
- 95% of students believe that the ATOD prevention effort is relevant
- 95% of students believe ATOD effects are negative
- Student's attitudes toward ATOD trend negative (statistically significant)
- Student's attitudes toward ATOD users trend "negative" (statistically significant)
- Student's use of alcohol, tobacco, and other drugs trends down (statistically significant)

From the formative side, we want to know if sufficient personnel, equipment, materials, and supplies are available to implement the program. We want to know if the volunteer recruitment methodologies are effective and what will make them more effective. We want to know if the training for volunteers and school staff is perceived to be sufficient, effective, and worthwhile. We want to know if the curricula are effective, worthwhile, and relevant. A data collection tool will be developed for administration at the beginning of the project and yearly thereafter.

Finally, we want to compile the lessons learned by asking volunteers, school staff, and students for their verbal impressions of the program.

It is the responsibility of the project's leadership to take the results of the evaluation, both formative and summative, and to make improving changes in the project.